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Right-DRESS!"

FREDERICK J. REILLY

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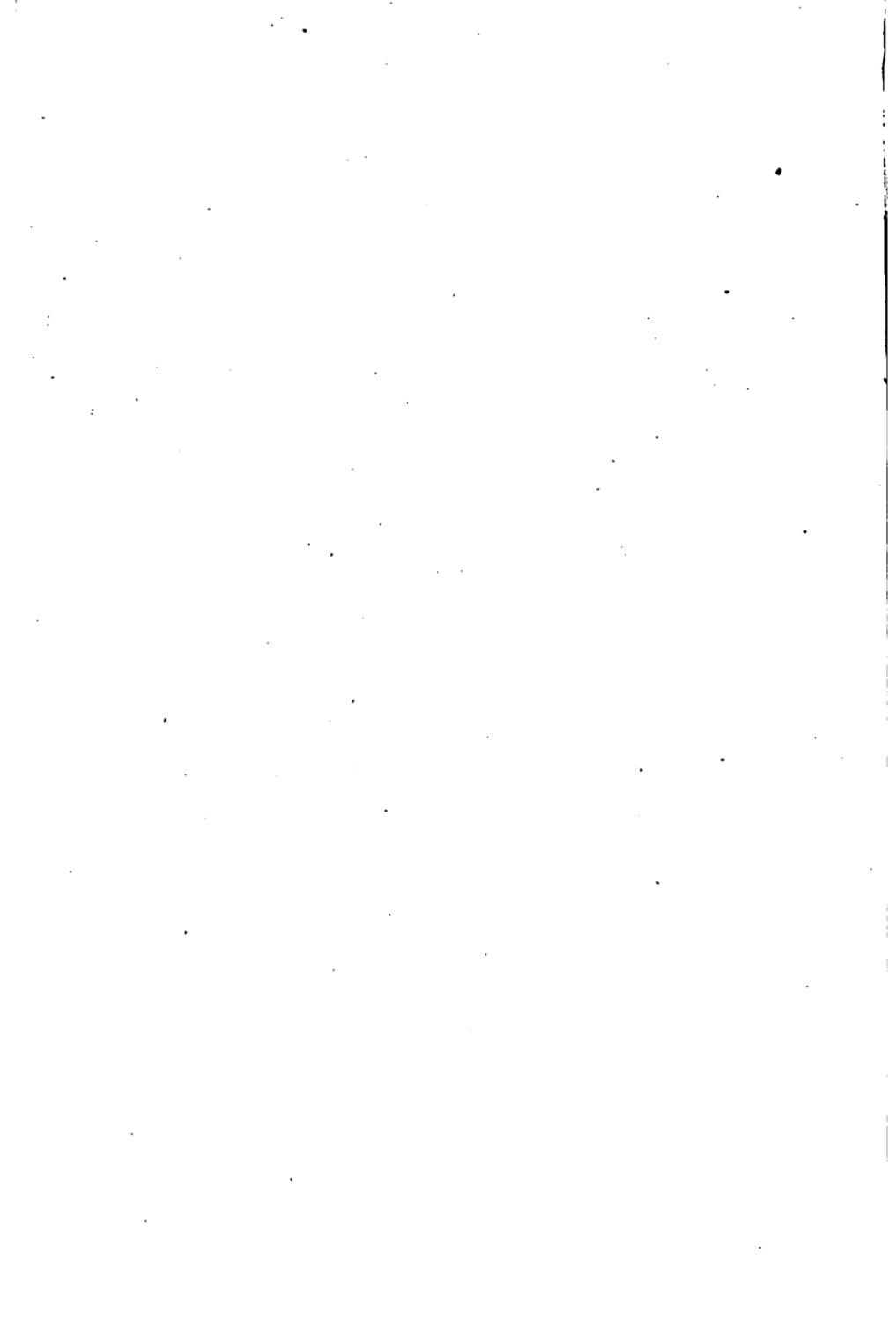
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“Right-DRESS!”

A MANUAL OF
SIMPLE DRILL REGULATIONS
FOR SCHOOLS

BY
FREDERICK J. REILLY

EDUCATIONAL PUBLISHING COMPANY
BOSTON
NEW YORK CHICAGO SAN FRANCISCO

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May 7. 1930

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PREFACE

The Syllabus in Physical Training for the Public Schools of New York (September, 1908), says:

“All marching and facing used in assemblies, dismissals, changing classrooms, etc., shall be in accordance with the United States Army regulations. . . .”

The editor has essayed to compile from the complex and technical army manual a set of regulations suitable for use in Public Schools. The aim of this manual is not to seek the introduction of military drill as such in our schools, but to make use of the best features of the military drill for effective physical training. And there is no more direct means for cultivating that habit of prompt and willing obedience, which is fast becoming one of the lost arts. The erect carriage and the precision of movement of the soldier appeal strongly to children. And we need something to counteract the “athletic slouch” that is so much affected by our boys and the indescribable locomotion of many of our girls.

The editor gratefully acknowledges that he is indebted to Evander Childs, Principal of P. S. 10,

PREFACE

The Bronx, for most of what is good in the manual; and to John W. Davis, District Superintendent, without whose encouragement and helpful criticism this little book would probably never have been offered for publication.

Acknowledgment is due also to my fellow teachers for their hearty co-operation, and in a special manner to Joseph Gill, Jr., for assistance in preparing the plates.

F. J. R.

New York

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PLATE I. Incorrect Position — Shoulders drawn up,
arms stiff, heels apart, feet splayed.

“*Right*-DRESS!”

I. — COMMANDS.

There are two kinds of commands:

1. The preparatory command, as *Forward*, indicates the movement that is to be executed.
2. The command of execution, as MARCH, is the signal for carrying out the order.

In this Manual preparatory commands are distinguished by *italics*; those of execution, by CAPITALS.

The preparatory command should be given at such an interval of time before the command of execution as to admit of being properly understood; the movement is to begin at the instant the command of execution is given. (See Note under § III., Facings.) (See also § VI., Marching.)

The command, *Attention*, is sometimes a preparatory command, sometimes a command of execution. Given to a line march-

ing, it means simply "listen for the order that is to be given." To a line standing at ease, it means "instantly assume the position of the soldier."

Indifference in the manner of giving commands should be avoided, as it leads to laxity in execution. Commands must be given with spirit at all times.

To revoke a preparatory command, or to begin anew a movement improperly begun, the instructor commands, *As You WERE*, at which the movement ceases and the former position is resumed.

Short and frequent drills are preferable to long ones, because the power of attention is soon exhausted.

The instructor explains briefly each movement, at first executing it himself. He requires the scholars to take the positions unassisted, and *does not touch them* for the purpose of correction, unless absolutely necessary.

II. — POSITION OF THE SOLDIER.

Heels on the same line and as near each other as possible. Feet turned out equally and forming with each other an angle of sixty degrees. (This angle should be *less*

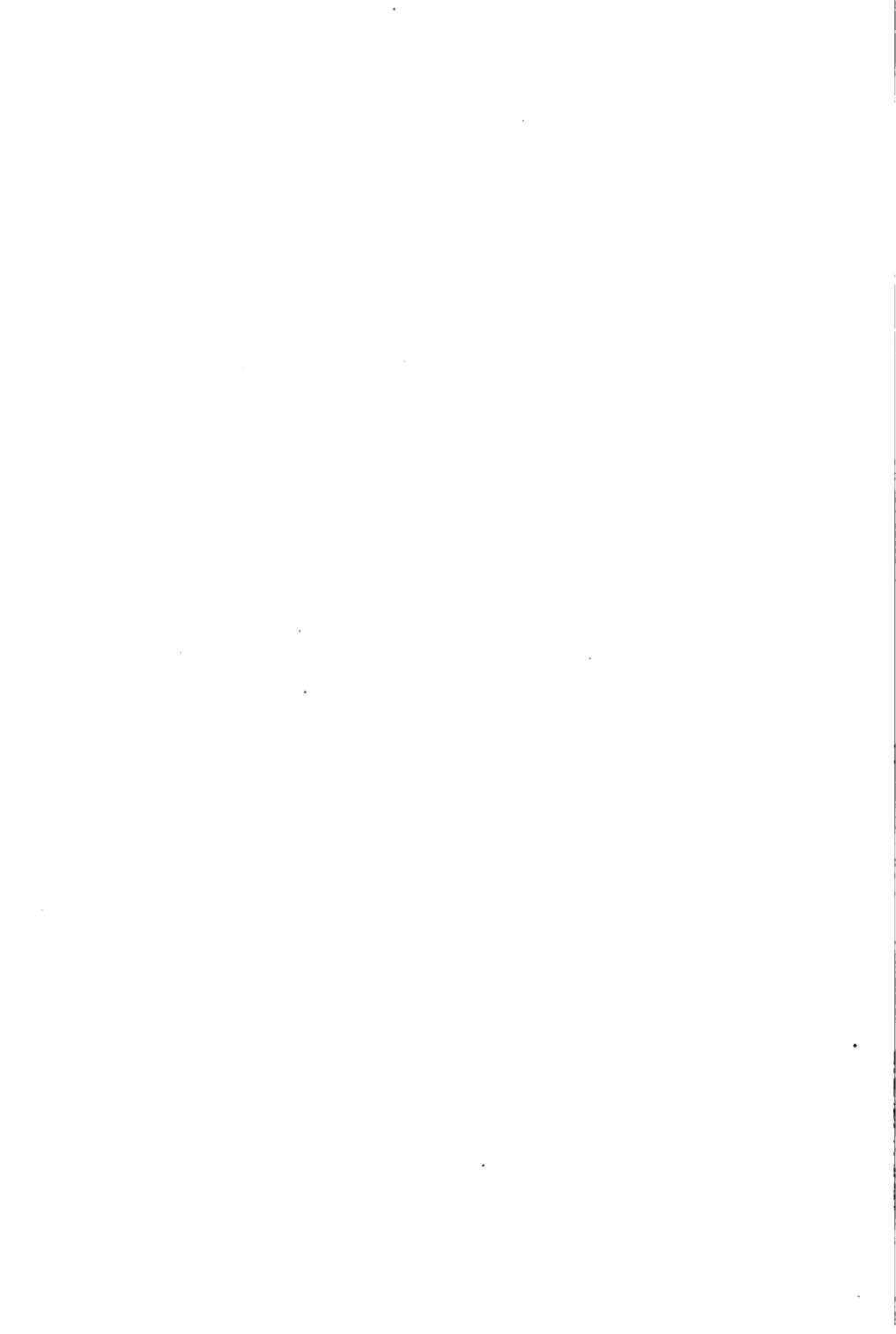




PLATE II. Incorrect Position — Good, except that weight is all on the heels.



PLATE III. Correct Position — Notice that body is inclined slightly forward, the weight being sustained largely on the ball of the foot.



rather than more than sixty degrees.) Knees straight without stiffness. Body erect on hips, inclined a little forward (weight divided between the heel and the ball of the foot). Shoulders square and falling equally (*not drawn up*). Arms and hands hanging naturally, backs of the hands outward; elbows near the body. Head erect and square to the front; chin slightly drawn in, without constraint; eyes straight to the front. (See Plates I., II., and III.)

The "Two Minute Drill" used in the schools of New York City is excellent for acquiring correct carriage of the body. I suggest that this exercise be given at the opening of the morning session, that the children may at least begin their day's work with backs straight; and that it be repeated as often as need be during the day.

The United States Army setting up drill is even better.

(For these and other exercises, see Appendix.)

III. — FACINGS.

Always see that the heels are together. If they are separated the line will not be straight after facing.

At the command, 1. **To the Right*, throw the weight of the body on the right

heel. At the command, 2. FACE, face to the right, turning on the right heel, assisted by a slight pressure on the ball of the left foot; place the left foot by the side of the right, without scraping. *Do not shift the right heel.* Distribute the weight as before. (See § II. — Position of the Soldier.)

To the Left — FACE is executed on the *left* heel assisted by pressure on the ball of the right foot. *Do not shift the left heel.*

* I have inserted the words *To the* before *Right*, because a preparatory command should be such that the company may know what they are to do and I submit that with the commands, *Right* — FACE and *Right* — DRESS, there is no way of telling which is to be done, and confusion often results. (See § I. — Commands.)

At the command, 1. *About*, throw the weight on the right heel. At the command, 2. FACE, face to the rear, turning to the right on the right heel and the ball of the left foot; replace the left foot by the side of the right. *About* — FACE, is never executed to the left.

Or

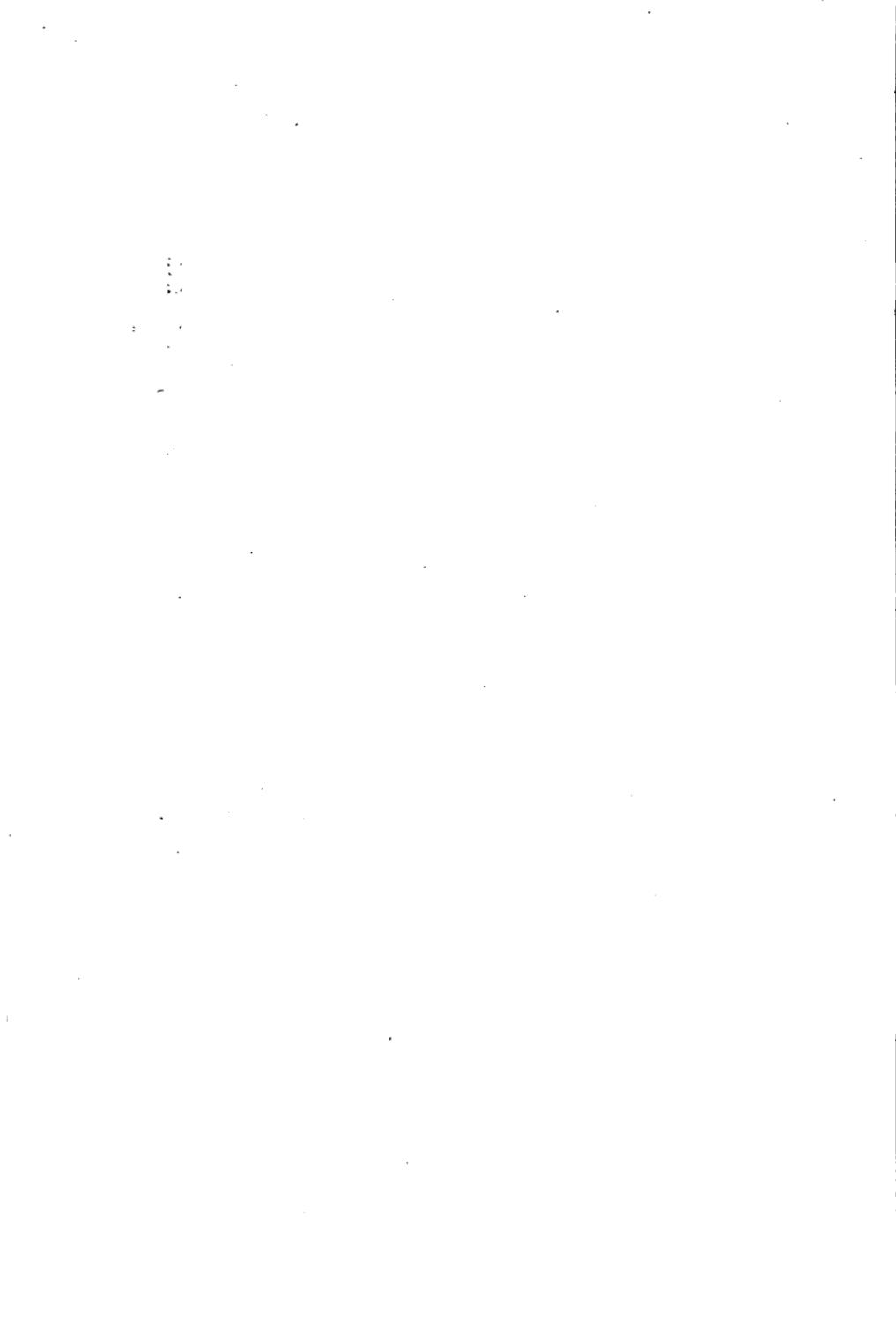
At the command, 1. *About*, carry the toe of the right foot about six inches to the rear and two inches to the left of the left



PLATE IV. *Open Order, Front, DRESS* — Showing method of measuring distance which should be maintained in marching.



PLATE V. *Close Order, Front, Dress* — Showing method of approximately measuring facing distance.



heel, without changing the position of the left foot.

At the command, 2. FACE, face to the rear, turning to the right on the left heel and the right toe; replace the right heel by the side of the left. (This is the Officer's *About* — FACE.)

The facings should, at first, be executed to four counts, as follows:

1. Throw the weight on the right heel.
2. Turn on the right heel and ball of left foot.
3. Bring up left foot to position.
4. Redistribute the weight.

IV. — FORMING RANKS.

A rank is a line of boys standing side by side.

A column or file is a line of boys standing one behind the other.

Forming a rank in the proper manner is somewhat difficult unless taught step by step, as follows:

1. Form a column according to size *in open order*, that is, each boy standing so that with arms fully extended his finger-tips just touch the shoulders of the boy in front of him. (See Plate IV.) Arms down.

See that the heels are together; then order, 1. *To the Right* (or *Left*), 2. FACE. This brings them in a rank more or less straight, but in open order.

2. Teach them to execute *Eyes — RIGHT* (or *LEFT*) as follows: Turn the head to the right so as to bring the left eye in a line about two inches to the right of the center of the body, eyes fixed on the line of eyes to the right.

3. Explain that the purpose of executing *Eyes — RIGHT*, is for each boy to see to it that his eyes are in line with those of the boys on his right. Straighten the line without closing up to proper distances. At the command FRONT, head and eyes are turned promptly to the front.

In executing *Eyes — RIGHT*, keep the head erect; under no circumstances lean forward or look down at the feet.

4. Teach the raising of the left arm for distance, as follows: Place the palm of the left hand on the hip, below the belt line, fingers together and pointing downward. See that the shoulders are kept *level*, that they are not thrown forward or back; that the elbow is in the same plane with the body — not pointing out to the rear. (See Plates VIII. and IX.) Ask the scholars to

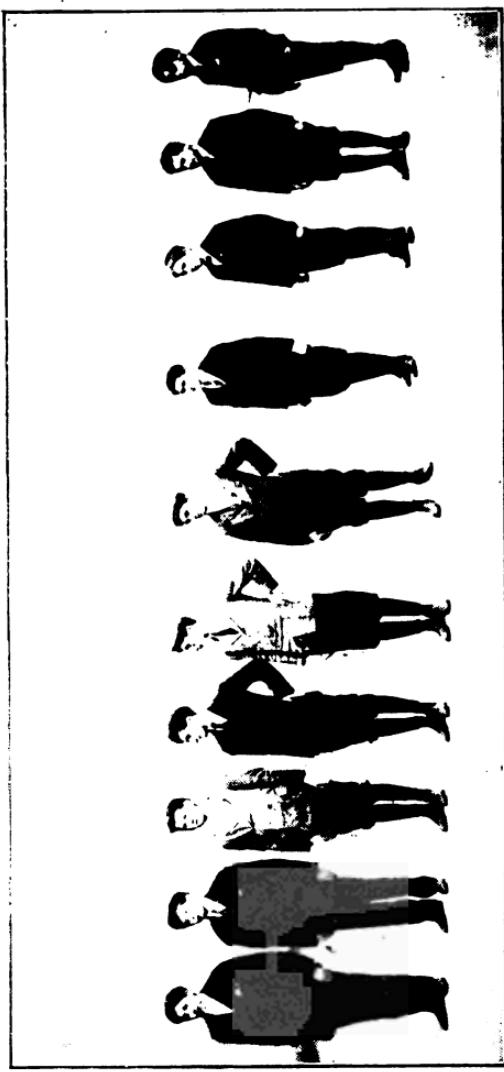
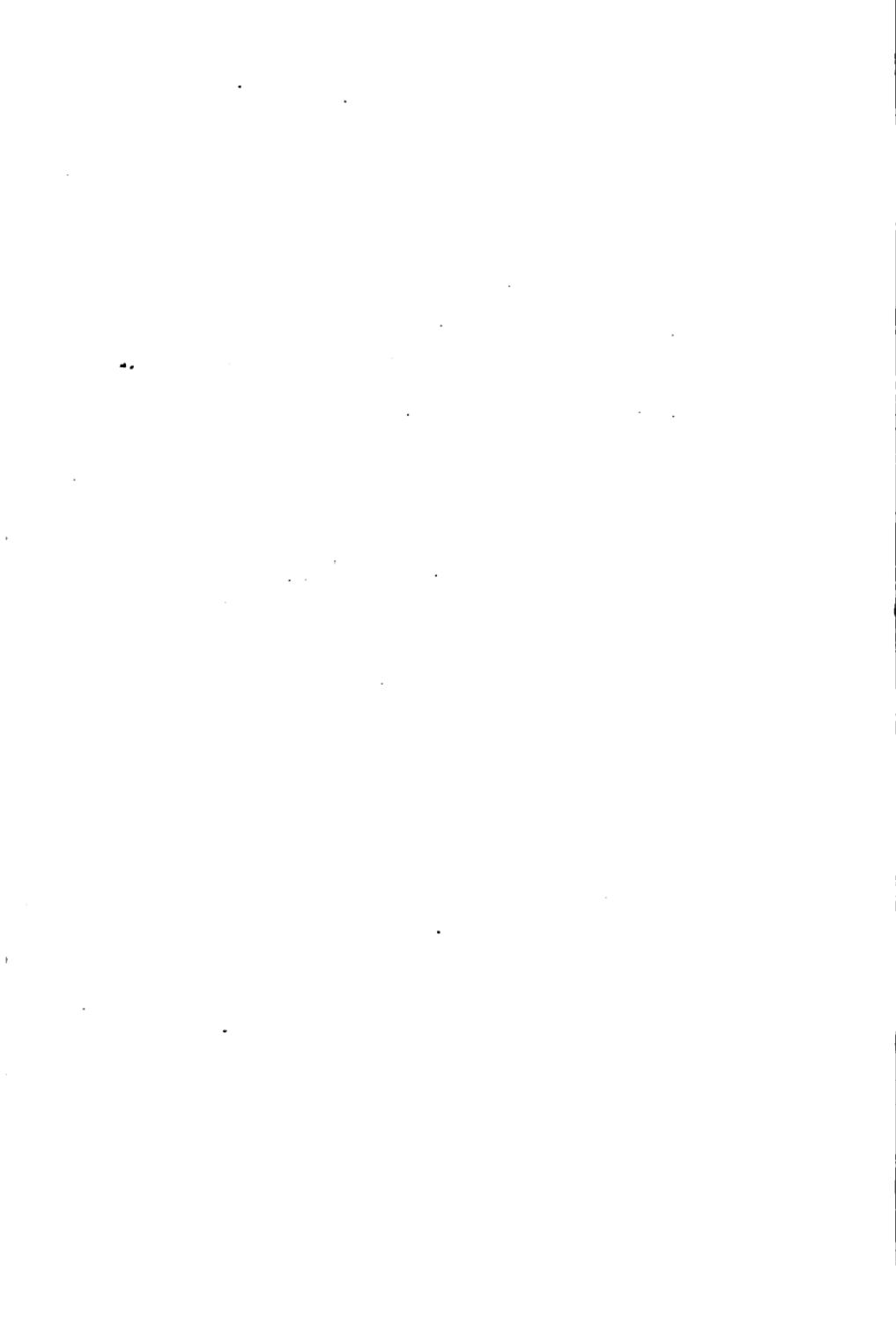


PLATE VI. FALL IN—Notice that each one gets into position and then, as soon as the one on his left has his interval, drops the arm and turns eyes to the front.



PLATE VII. Right, Dress—Notice that all hold the position of dressing until the command, *Front, is given.*



practice this before a mirror at home. It is the most difficult part of the exercise.

5. Explain the purpose of raising the arm, *viz.*, to enable the next one to get the proper distance. Explain that, to form a straight line, they must get their eyes and shoulders (not their toes) in line with those on their right (or left). Remember that the *left* arm is always used to get distance, whether dressing to the right or to the left.

6. Try the combination, *Eyes — RIGHT, Left Arm Up*. Criticise the alignment. Correct errors of position. *All this without attempting to close up to proper distance.*

7. When you find they have mastered these steps, move the first boy forward a few feet; have him raise his left arm, if he is on the right of the line, and give the order 1. *Right*, 2. *DRESS*. At the command, the remaining boys, one by one, step forward, each boy shortening the last step so as to find himself at least six inches in rear of the new alignment, which must never be passed. They execute *Eyes — RIGHT*, and place the left hand on the hip, keeping the head erect. Then, taking steps of two or three inches, each boy moves up until his right arm rests lightly against the

elbow of the one on his right and his eyes and shoulders are in line with those of the boys on his right. Repeat this several times.

If the order is *Left*—DRESS, each one executes *Eyes*—LEFT, and moves up till his left elbow touches the right arm of the one on his left.

Remember that a line is *a succession of points*: that number five must not get into his place until number four has found his.

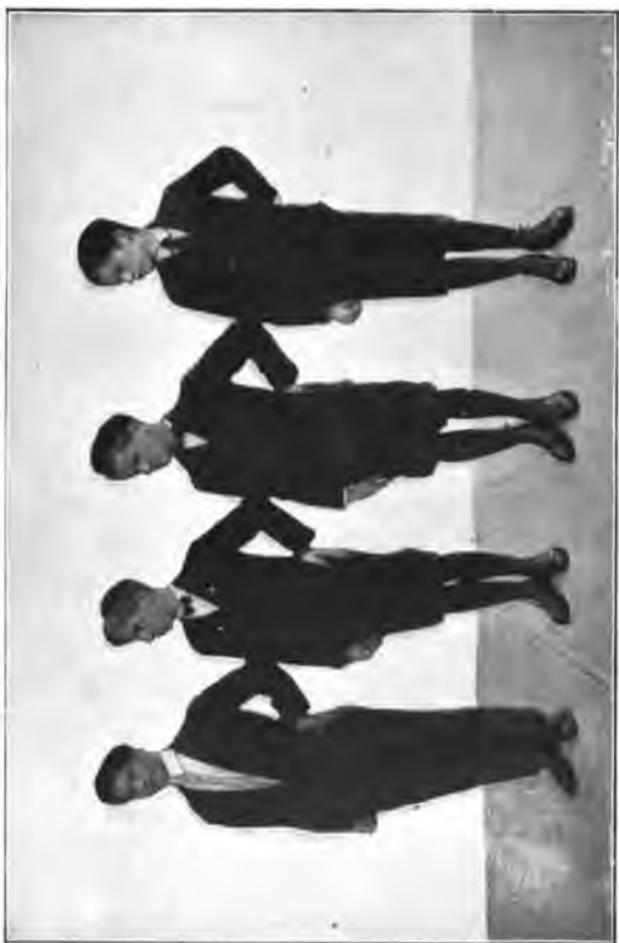
8. Move the first boy forward. Explain that when you give the order, FALL IN, each boy is to step forward in turn, form the line as above directed, and, when he is sure he is right and sure also that his neighbor on the left has his position and distance, *then* he is to drop his left arm and turn his head and eyes to the front, without waiting for an order to do so. (See Plates VI. and VII.)

NOTE—Each boy steps up into his place from behind the line, never backing into place from the front.

NOTE—When the command is FALL IN, each boy assumes the position of attention as soon as his neighbor has found his distance; when the command is *Right* (or *Left*)—DRESS, the position of



PLATE VIII. *Right, DRESS, Correct* — Head erect, shoulders level, arm in same plane as the body.



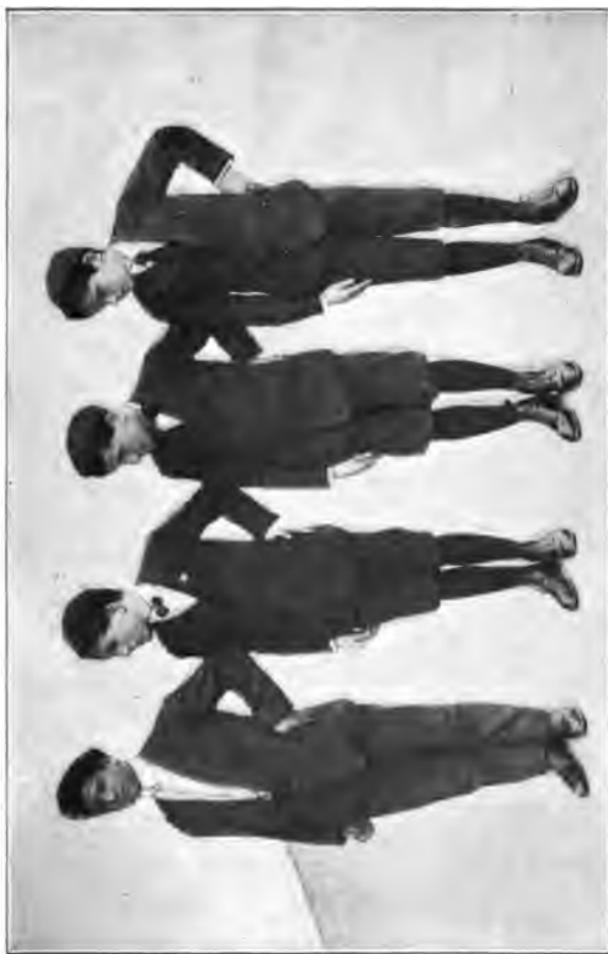
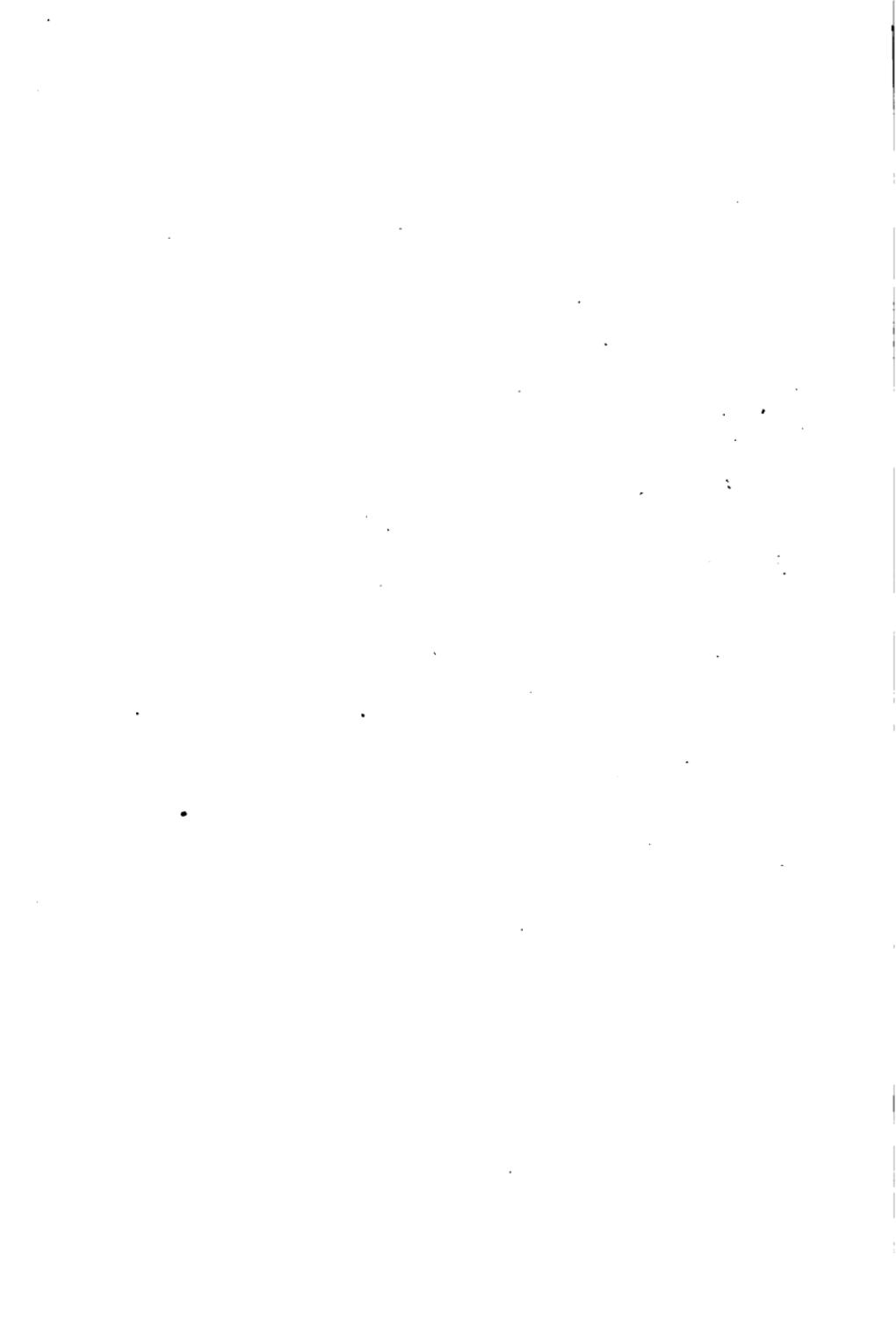


PLATE IX. *Right, DRESS, Incorrect* — Head forward, shoulder raised, elbow pointing out behind.



dressing is retained by all till the command FRONT is given.

The rank being properly formed, you will find that the interval between the boys is about 4 inches. *Now*, see that the heels are together; give the order, 1. *To the Right*, 2. FACE. This brings them standing in column at proper facing distance which will be found to be about 12 inches. Have each boy notice this and learn to measure it with his eye so that he may, if called upon, form a column at proper facing distance without first forming the rank.

Or, show them how they may approximately measure this distance by pressing the elbows against the front of the body and extending the forearms until the finger-tips touch the back of the boy in front. (See Plate V.)

NOTE — *Don't try to do it all in one lesson.*

To COUNT OFF.

At the command, COUNT OFF, all except the leader execute *Eyes — RIGHT* (or LEFT, if count be taken from the left of the line); each one turns his head and eyes to the front as he counts.

V. RESTS.

At the command, **FALL OUT** (or **BREAK RANKS**) the scholars may leave their ranks, but remain in the immediate vicinity. At the command, **FALL IN**, they resume their former places, in the position of the soldier, as above explained.

At the command, **REST**, each one keeps one foot in place, but is not required to preserve silence or immobility.

At the command, 1. *Parade*, 2. **REST**, carry the right foot about five inches straight to the rear; weight on the right leg, left knee slightly bent; shoulders level and square to the front; clasp the left thumb with the thumb and forefinger of the right hand, fold the fingers; let the hands hang naturally in front of the body; preserve silence and steadiness of position. (See Plates X. and XI.)

At the command, 1. *Company* (or *Class*), 2. **ATTENTION!** resume the position of the soldier.

VI. MARCHING.

I submit that children should not be *ordered* to march unless they are *made* to march. If very young children cannot be trained to march with some approach to accuracy, they should be told

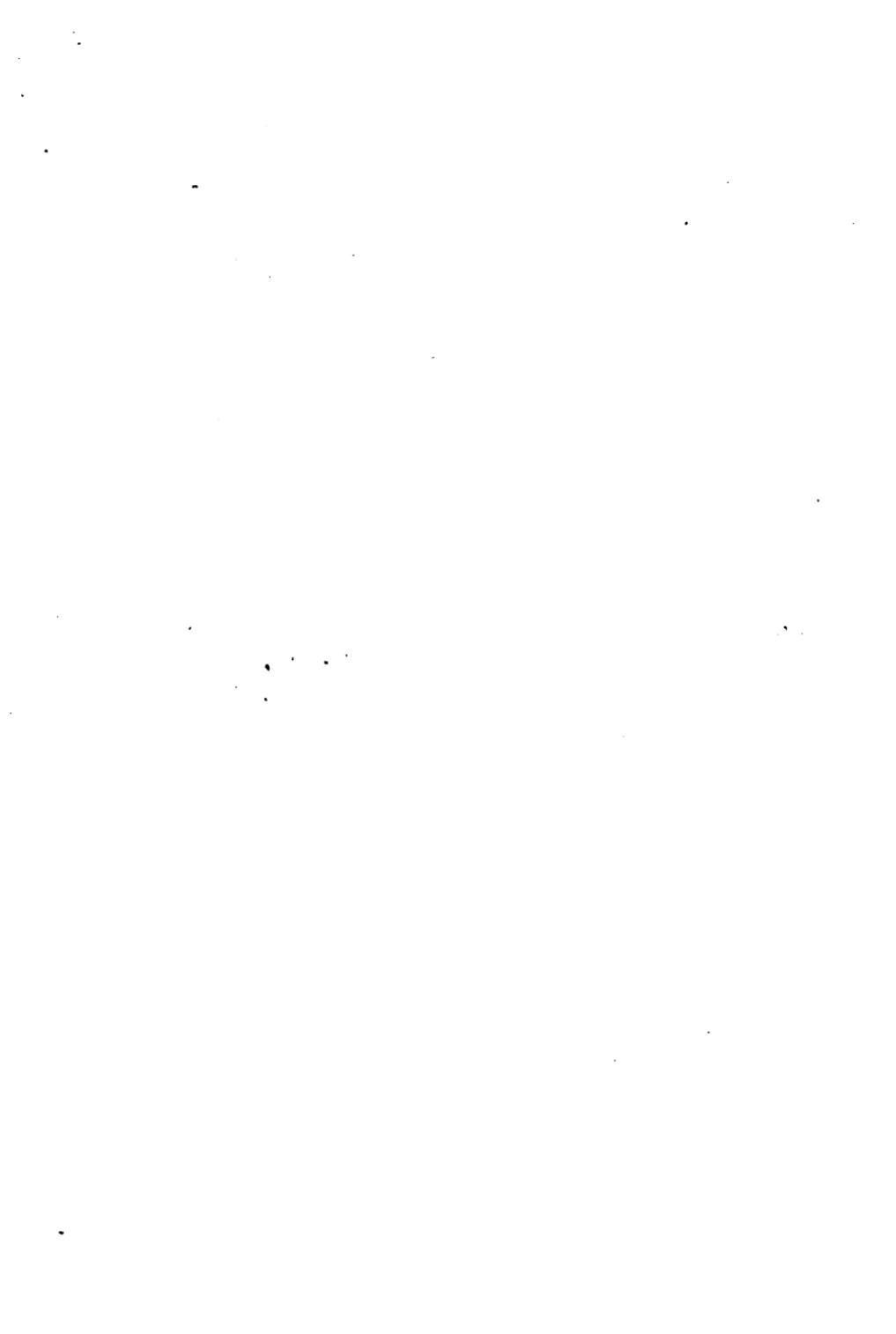




PLATE X. *Parade, REST*, Incorrect — Lounging, shoulders out of line.



PLATE XI. *Parade, REST, Correct.*



simply to step forward. It is amusing to hear a teacher give the order 1. Forward, 2. March, and then go on singing, "Left, Right, Left, Right," and see the children not left-righting at all, and making no attempt to do so. It would be well for the principal to fix a certain grade in which the children should begin to learn to march; and if, in that grade and the following one, a goodly portion of the time given to physical training were devoted to teaching the children to march properly, much good, I think, would be done.

Ordinary marching is called "quick time"; the regulations call for 120 steps a minute; in actual practice, however, the average is between 100 and 110 a minute.

Marching at a run is called "double time"; the cadence called for is 180 steps a minute, but that speed is seldom maintained.

The interval between the command *Forward* and the command MARCH, should be two beats of common time, and should indicate the speed at which the class is to march. The word *Forward* is spoken on the first beat, "March" on the third beat, and the left foot strikes the ground on the first beat of the next measure. With the younger classes, marking time with the hand as in music, while giving the order, will help them to catch the cadence required.

To March.

At the command, 1. *Forward*, throw the weight of the body upon the right leg, but keep the left knee straight.

At the command, 2. *MARCH*, move the left foot smartly, but without jerk, straight forward, sole near the ground; at the same time throw the weight of the body forward, and plant the foot without shock, weight of the body resting upon it; next in like manner, advance the right foot and plant it as above; continue the march. Avoid taking too long a step, especially in starting.

In marching, slouchy carriage of the body, or slovenly scraping or dragging of the feet should not be tolerated for an instant. The feet should strike the floor with a clear sound—not with a scrape.

When the order to march is given see that every boy in the line steps off at the same instant—not waiting for the one in front of him to move. This is essential, even though the *first* steps must be short in order to open out the line to marching distance. Facing distance, standing in column is about twelve inches. A good free marching distance is from 18 to 24 inches, according to the size of the boys. (See "Open Order," Plate IV.) Care must be taken to avoid three evils: 1. Marching in lock step; 2. Starting one by one instead of all together; 3. Scraping the feet while taking the short step.

To March with the "Spring" or "Balance Step."

At the command, MARCH, move the left foot smartly, straight forward, sole near the ground; do not bend the left knee, nor try to take a long step; *press down the left toe*; at the same time throw the weight of the body forward and plant the foot without shock, *receiving the weight first on the ball of the foot* before allowing the heel to touch the ground; next, in like manner, advance the right foot, and plant it as above. Allow the arms to swing naturally. Keep the step short and snappy. Avoid "tip-toeing" and the exaggerated bending of the knee.

The "Balance Step" requires considerable persistence on the part of the principal and all the assistant teachers, but when achieved, has several marked advantages:

1. It enables large bodies of children to move about the building with very little noise.
2. It strengthens the muscles of the legs by obliging the children to sustain most of their weight on the muscles (the "springs") and not so much on the bony framework.
3. It makes for a light and graceful carriage of the body at all times.

To March in Double Time.

1. *Forward*, 2. *Double Time*, 3. MARCH. At the command, *Forward*, throw the weight of the body on the right leg. At the command, MARCH, raise the hands until the forearms are horizontal, fingers closed, nails toward the body, elbows to the rear; execute a run on the ball of the foot at a cadence of 180 steps per minute, throwing the body forward and allowing a natural swinging motion of the arms.

If marching in quick time the first preparatory command, "Forward," is omitted. At the command, MARCH, given as either foot strikes the ground, take one step more in quick, and then step off in double time.

To resume the quick time, 1. *Quick time*. 2. MARCH. At the command, MARCH, given as either foot strikes the ground, advance and plant the other foot in double time; resume the quick time, dropping the hands by the sides.

Instructors will find it necessary for some time, to indicate the cadence at each change from quick to double time and *vice-versa*.

At the command, 1. *Class*, 2. HALT, given as either foot strikes the ground,

advance and plant the other foot; place the rear foot by the side of the other. If in double time drop the hands by the sides.

The command, HALT, should, like all other orders, be preceded by a preparatory command as, 1. *Attention* (or *Company*, or *Class*), 2. HALT — the interval between the two being the same as in 1. *Forward*, 2. **MARCH**.

To Mark Time.

1. *Mark Time*; 2. **MARCH.**

Being in march: At the command, **MARCH**, given as either foot strikes the ground, advance and plant the other foot; bring up the foot in rear and continue the cadence by alternately raising and planting each foot on line with the other. The feet are raised about four inches from the ground, *straight up*, by bending the knees, the sole being approximately parallel with the floor.

Another method of marking time, possessing more virtue as a calisthenic exercise, is as follows: Alternately advance the feet, about four inches, as though about to step off, without bending the knee; replace without scraping. (See *Syllabus in Physical Training*, September, 1908.)

Side Step.

At the command, 1. *Right Step*, 2. MARCH, carry and plant the right foot ten inches to the right (less rather than more); bring the left foot beside it and continue the movement in cadence of quick time. The side step is used for short intervals only.

Left Step is executed in a similar manner, starting with the left foot.

Back Step.

At the command, 1. *Backward*, 2. MARCH, step back with the left foot twelve inches straight to the rear, then with the right and so on, the feet alternating. At the command, 1. *Class*, 2. *HALT*, bring back the foot in front to the side of the one in rear. The back step also is used for short intervals only.

CAUTION. — When the command is given for

One Step Forward, MARCH

One Step Backward, “

One Step to the Right, “

One Step to the Left, “

see that the step is a *short* one. When such an order is given to secure space for free movement in the gymnasium for instance, it is better to call for two



PLATE XII. *Column, Right.*

or three steps forward, back, or to the side. The step taken should not be a *stride*. It should not exceed 15 inches; in fact, 12 inches is enough for boys.

In the three foregoing exercises (Mark Time, Side Step, Back Step) the weight should be cushioned, *i.e.*, sustained on the ball of the foot an instant before the heel is allowed to sink to the floor.

According to the Army Manual, in giving orders for the three following movements:

1. By the *Right Flank*, MARCH
2. To the *Rear*, "
3. *Change Step*, "

the significant word in the preparatory order *and* the word MARCH, must be uttered as *the right foot strikes the ground*. The instructor must catch the cadence from the right foot and not from the left as in other orders. The time is as follows:

1	2	3	4	1	2	etc.
left	right	left	right	left	right	

By the *Right Flank*, MARCH
To the *Rear*, "
Change Step, "

To March by the Flank.

(To change from marching in column to marching in rank, or *vice-versa*.)

Being in March: 1. By the Right Flank.
2. MARCH.

At the command MARCH, given as the right foot strikes the ground, advance, and plant the left foot; then face to the right in marching and step off in the new direction with the right foot.

(In executing *By the Left Flank*, conditions are exactly reversed.)

To March to the Rear.

Being in March: 1. *To the Rear*, 2. MARCH.

At the command, MARCH, given as the right foot strikes the ground, advance and plant the left foot; then turning on the balls of both feet, face to the right about and immediately step off with the left foot.

If marching in double time, turn to the right about, taking four steps in place, keeping the cadence, and then step off with the left foot.

To Change Step.

Being in March: 1. *Change Step*, 2. MARCH.

At the command, MARCH, given as the right foot strikes the ground, advance and



PLATE XIII. SALUTE — Notice the thumb — flat against the forefinger, its tip pressed into the right temple.



PLATE XIV. SALUTE, Correct.

plant the left foot; plant the toe of the right foot near the heel of the left and step off with the left foot — take a “skip.”

The change on the right foot is similarly executed, the command, MARCH, being given as the left foot strikes the ground.

To Change Direction, when Marching in Column.

Being in march: 1. *Column Right* (or *Left*), 2. MARCH.

If this movement is done to commands, the directions are the same as for *By the Right Flank* — MARCH.

The Army Manual says that those following the leader, *without shortening the step*, march squarely up to the turning point, execute the right (or left) turn on the same ground and in the same manner as the leader. This presumes an interval of forty inches. Marching at full arm distance, however, all those in line after the leader must slightly shorten the step as they approach the turning point, in order to give time for the one in front to make the turn and get out of the way so that the next one may turn on the same spot.

This movement is executed every day in school without orders, and I submit here a few suggestions that will be found helpful in getting it done *well*.

The company must be cautioned against two things: 1. Scraping the feet in shortening the

step; 2. Swinging out of line before making the turn.

A device that is helpful in training a class to turn a corner sharply is to have each boy keep his eye on some fixed mark ahead of him, as a gas jet, a door jam or the teacher's raised hand, and march straight up to that and then turn. But such devices should be discarded as soon as possible and the boy trained to use judgment in the performance of his duty. (See Plate XII.)

VII. — SALUTE WITH THE HAND.

1. *Right hand*, 2. SALUTE. Raise the right hand smartly till the tip of the forefinger touches the lower part of the head-dress (if uncovered, the forehead) above the right eye, thumb and fingers extended and joined, palm to the left, forearm inclined at about forty-five degrees, hand and wrist straight. (Two) Drop the arm smartly by the side. (See Plates XIII. and XIV.)

Officers and men when saluting, look toward the person saluted.

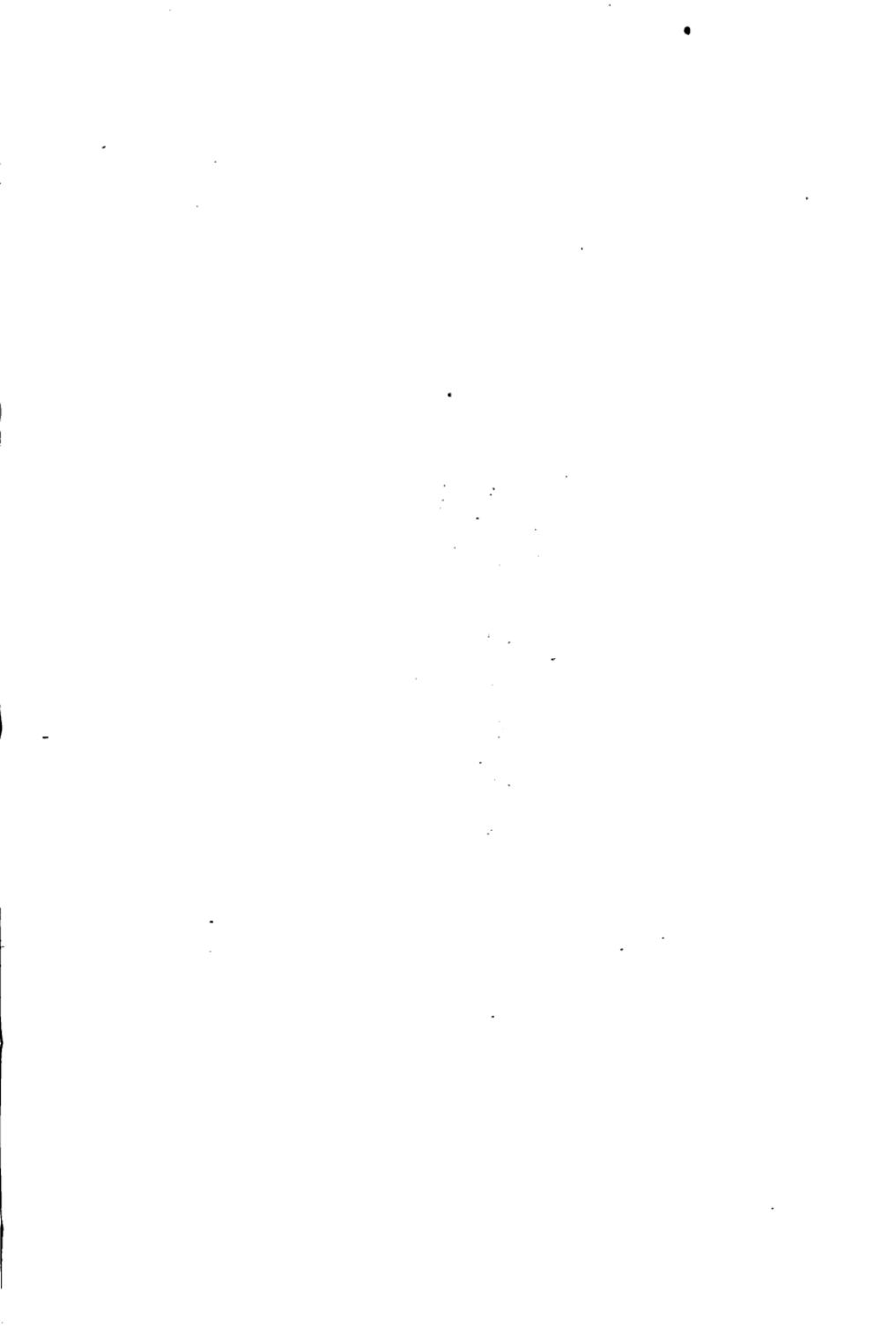




PLATE XV. *Forward, Bend.*

APPENDIX

EXERCISES FOR POISE IN STANDING AND WALKING

Exercise I.

1. Heels raise (away up!)
2. Left foot forward place (about 12 inches) — still standing as nearly on the toes as possible.
3. Right foot forward place (along side left foot).
4. Heels sink! Alternate and reverse, stepping backward.

Exercise II.

1. Left foot forward place (about 10 inches).
2. Heels raise.
3. Heels sink. Repeat several times.
4. Position. (Replace left foot.)
5. Right foot forward place.
6. Heels raise.
7. Heels sink.
8. Position.

Both these exercises if given frequently, will develop the poise and spring necessary to graceful carriage.

TWO MINUTE DRILL.

- I. Prepare for Exercise.* (Desks cleared and raised; windows opened.)
- II. Take places.* (Each child should know his place and get to it promptly.)
- III. Attention.* (Every one erect and still. Press the neck firmly back against the collar.)

BREATHING.

- IV. 1. Inhale. 2. Exhale (4 times.)*

STRETCHING.

- V. 1. Bend* Relax; bend forward
2. Downward deeply. (See Plate XV.)

- 3. Upward* Straighten body quickly, fling arms up, fingers straight, palms in, *Stretch!* (See Plate XVI.)
4. Stretch

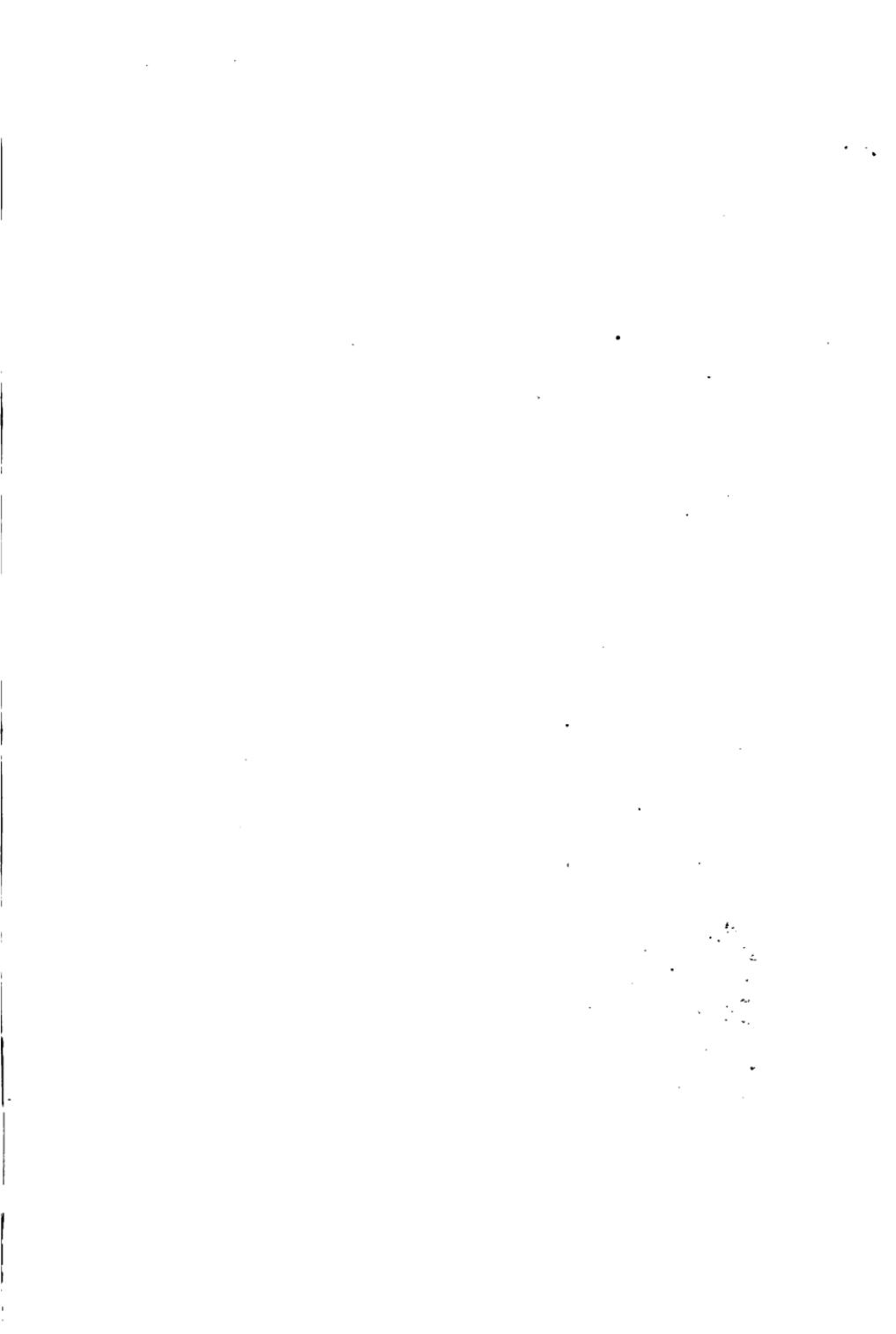




PLATE XVI. *Upward, STRETCH.*

5. *Back* Force arms back, but not down.

{ 6. *Downward* Begin downward movement *pressing* arms back as far as possible, palms turning out and down as arms descend. (See Plate XVII.)
7. *Press*

8. *Position* Everyone erect and still. (4 times.)

KNEE BENDING.

VI. 1. Rise on toes and quickly bend knees, going down all the way, keeping back erect, arms hanging straight down. (See Plate XVIII.)

2. Straighten knees, poise on balls of feet, then heels sink. In the heels sink there should be no shock, no striking of heels on the floor. (8 times.)

VII. *Right* (or *Left*), FACE. (Toward the windows).

VIII. 1. *Inhale*. 2. *Exhale* (at least 4 times).

I frequently omit the breathing before the stretching and take it more than four times at the close of the exercise.

The drill should be short, sharp, and snappy. Don't interrupt for criticism or correction unless you must.



PLATE XVII. *Downward, Press.*

UNITED STATES ARMY SETTING- UP DRILL.

All soldiers are regularly practiced in the following exercises, which may be supplemented by those in authorized calisthenic manuals.

The instructor places the men three paces apart.

In these exercises it is advisable to remove blouses and caps.

As soon as the exercises are well understood they may be continued without repeating the commands. For this purpose the instructor gives the commands as prescribed, then adds: Continue the exercise, upon which the motions to be repeated are continuously executed until the command halt.

At the command, HALT, given at any time, the position of the soldier is resumed.

FIRST EXERCISE.

1. *Arm*, 2. EXERCISE, 3. HEAD, 4. UP, 5. DOWN, 6. RAISE.

At the command EXERCISE, raise the arms laterally until horizontal, palms upward. (See Plate XIX.) HEAD: Raise the arms in a circular direction over the head, tips of fingers touching top of the head, backs of fingers in contact their full length, thumbs pointing to the rear, elbows pressed back. (See Plate XX.) UP: Extend the arms upward their full length, palms touching. (See Plate XXI.) DOWN: Force the arms obliquely back and gradually let them fall by the sides. (See Plate XXII.) RAISE: Raise the arms laterally as prescribed for the second command. Continue by repeating HEAD, UP, DOWN, RAISE.

SECOND EXERCISE.

1. *Arms vertical, palms to the front, 2. RAISE, 3. DOWN, 4. UP.*

At the command RAISE, raise the arms laterally from the sides, extended to their full length, till the hands meet above the head, palms to the front, fingers pointing upward, thumbs locked, right thumb in front, shoulders pressed back. (See Plate XXIII.) DOWN: Bend over till the hands, if possible, touch the ground, keeping the arms and knees straight. (See Plate XXIV.)



PLATE XVIII. *Knee Bending.*

UP: Straighten the body and swing the extended arms (thumbs locked) to the vertical position. Continue by repeating *down, up.*

THIRD EXERCISE.

1. *Arm*, 2. EXERCISE, 3. FRONT, 4. REAR.

At the command EXERCISE, raise the arms laterally until horizontal, palms upward. FRONT: Swing the extended arms horizontally to the front, palms touching. (See Plate XXV.) REAR: Swing the extended arms well to the rear, inclining them slightly downward, raising the body upon the toes. Continue by repeating *front, rear*, till the men, if possible, are able to touch the backs of the hands behind the back.

FOURTH EXERCISE.

1. *Leg*, 2. EXERCISE, 3. UP.

At the command EXERCISE, place the palms of the hands on the hips, fingers to the front, thumbs to the rear, elbows pressed back. UP: Raise the left leg to the front, bending and elevating the knee as much as possible, leg from knee to instep vertical, toe depressed. (See Plate XXVI.) UP: Replace the left foot and raise the right leg as prescribed for the left.

Execute slowly at first, then gradually increase to the cadence of double time. Continue by repeating *up* when the right and left legs are alternately in position.

FIFTH EXERCISE.

1. *Leg*, 2. EXERCISE, 3. *Left (Right)*,
4. FORWARD, 5. REAR, or, 5. GROUND.

At the command EXERCISE, place the hands on the hips, as in Fourth Exercise. FORWARD: Move the left leg to the front, knee straight, so as to advance the foot about fifteen inches, toe turned out, sole nearly horizontal, body balanced on right foot. REAR: Move the leg to the rear, knee straight, toe on a line with the right heel, sole nearly horizontal. Continue by repeating FORWARD, REAR.

When the recruit has learned to balance himself, the command FORWARD is followed by GROUND: Throw the weight of the body forward by rising on the ball of the right foot, advance, and plant the left, left heel thirty inches from the right, and advance the right leg quickly to the position of *forward*. Continue by repeating *ground* when the right and left legs are alternately in the position of FORWARD.



PLATE XIX. Arm Exercise — I.

SIXTH EXERCISE.

1. *Lung*, 2. EXERCISE, 3. INHALE, 4. EXHALE.

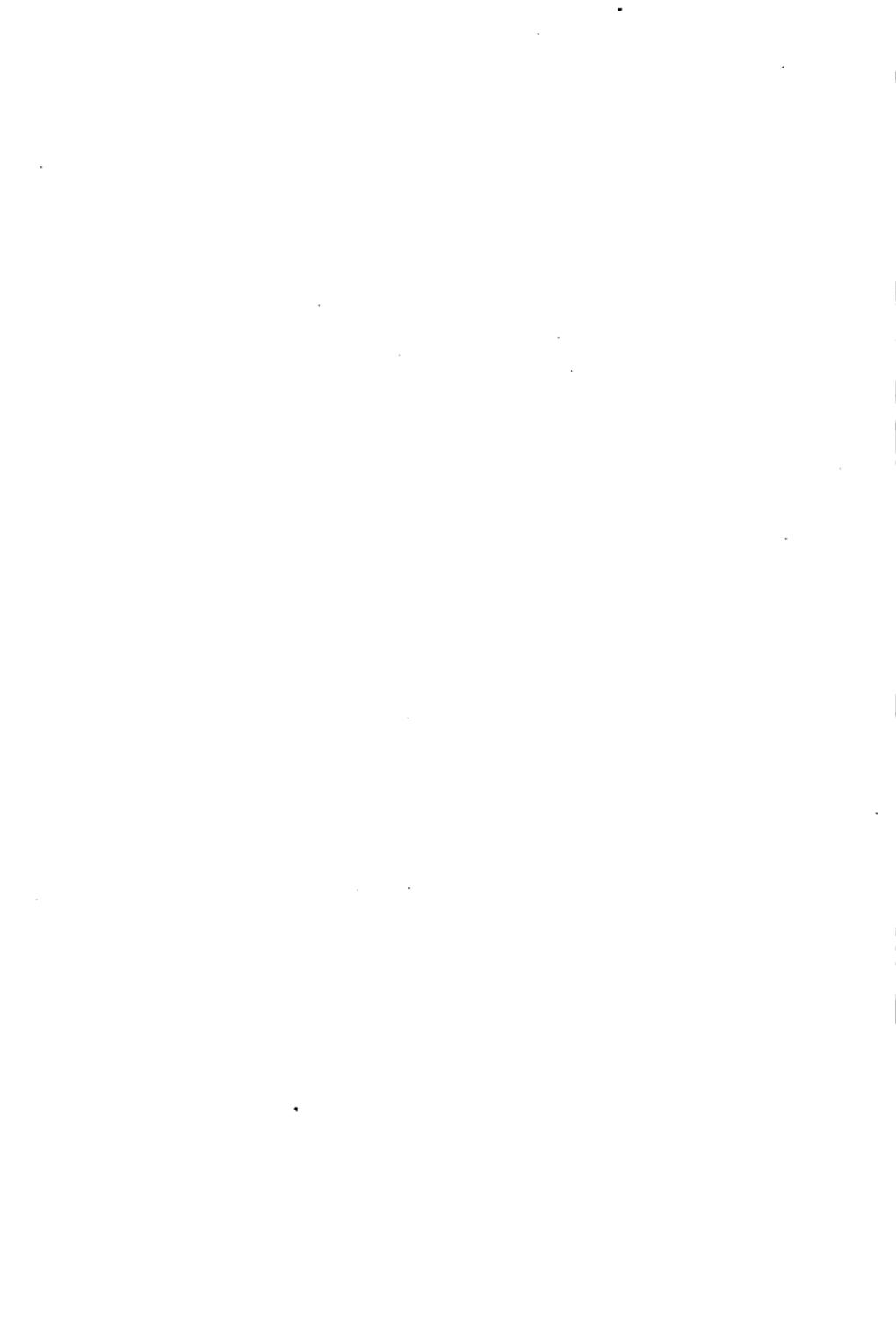
At the command EXERCISE, place the hands on the hips as in Fourth Exercise. INHALE: Inflate the lungs to full capacity by short, successive inhalations through the nose. EXHALE: Empty the lungs by a continuous exhalation through the mouth. Continue by repeating INHALE, EXHALE.



PLATE XX. Arm Exercise — 2.



PLATE XXI. Arm Exercise — 3.



CLASS ATHLETICS

AS PRACTISED IN THE SCHOOLS OF NEW YORK CITY

The only kind of athletics that is really worth while.

Class Athletics is a device by which every boy, physically fit, may enter any athletic event and, if he does his best, feel that he is helping his class to win, even though he may not be good in the event in which his class is entered. In this form of athletics, a trophy is won, or a record is made, not by the individual record of a boy, but by the *average* of the individual records of the boys in a class. This plan has been tried in several boroughs of this city, and it has met with marked success. In many large schools practically every boy has entered, arousing great interest in athletics.

Trophies will be awarded in this borough by the P. S. A. L. for the best class records

in Standing Broad Jump, Pull Up or "Chinning," and Running; one each for fifth, sixth, seventh, and eighth year classes.

The records are found as follows:

Jumping. The class is taken by the teacher, or some one assigned by the principal, to the yard, the street, a vacant lot, or any suitable place. It is better to line the boys up in the order in which they are to jump, as it prevents confusion. Each boy jumps, taking three jumps if he wishes, and his best jump is recorded. The class record is found by adding the individual records, and dividing by the number of boys entered.

Pull Up. An inclined ladder is ideal for the pull up, or a bar may be fitted into a doorway, or the horizontal bar in the gymnasium may be used. The boy must pull himself up till his chin is over the bar, and then lower himself *the full* length of his arms. This he does as many times as he can. He must not touch the floor with his feet when he lowers himself. The number of times he pulls himself up is his record. The class record is found as above.





PLATE XXII. Arm Exercise — 4.



PLATE XXIII. Second Exercise — *Arms, RAISE.*

Running. The distances are: fifth year, 40 yards; sixth year, 50 yards; seventh year, 60 yards; eighth year, 80 yards. There is a difficulty in taking the individual records of boys. In many schools four or five hundred boys will run. Long before the records of any such number of boys can be taken, most stop watches will give out. On this account the following method has been adopted:

The boys are lined up in the order in which they are to run. The timer, who acts also as starter, stands by the finishing line, his watch in his left hand and his handkerchief in his right. When ready, he slowly raises his handkerchief, then waves it downward with a quick motion, at the same instant starting his watch; this is the signal for boy No. 1 to start and for No. 2 to step up to the starting line. As boy No. 1 nears the finishing line, the timer raises the handkerchief slowly as a warning to No. 2, and at the instant No. 1 crosses the finishing line, the handkerchief is again quickly waved downward, No. 2 starts and No. 3 steps to the starting line. In the same way every boy is started, and as the last boy crosses the finishing line the watch is stopped. The record is found by divid-

ing the elapsed time as shown by the watch, by the number of boys that race.

If an ordinary watch is used, start the first boy when the second hand is over the sixty mark, and proceed as before.

GENERAL REGULATIONS

For any class to enter for a trophy, not less than eighty per cent of the enrollment for the month in which the record is taken, must take part. The number taking part must not be less than eight.

Events will occur as follows: Standing broad jump, in the fall; Pull up, in the winter; Running, in the spring.

Records are to be sent in for:

Standing Broad Jump, not later than December 1.

Pull Up, not later than March 1.

Running, not later than June 1.

Distances for Running: fifth year, 40 yards; sixth year, 50 yards; seventh year, 60 yards; eighth year, 80 yards.

Jumping must be from a line. Many schools cannot have a "take off" without considerable inconvenience.

In *Class Athletics* the P. S. A. L. places no restrictions upon the boys excepting physical fitness.

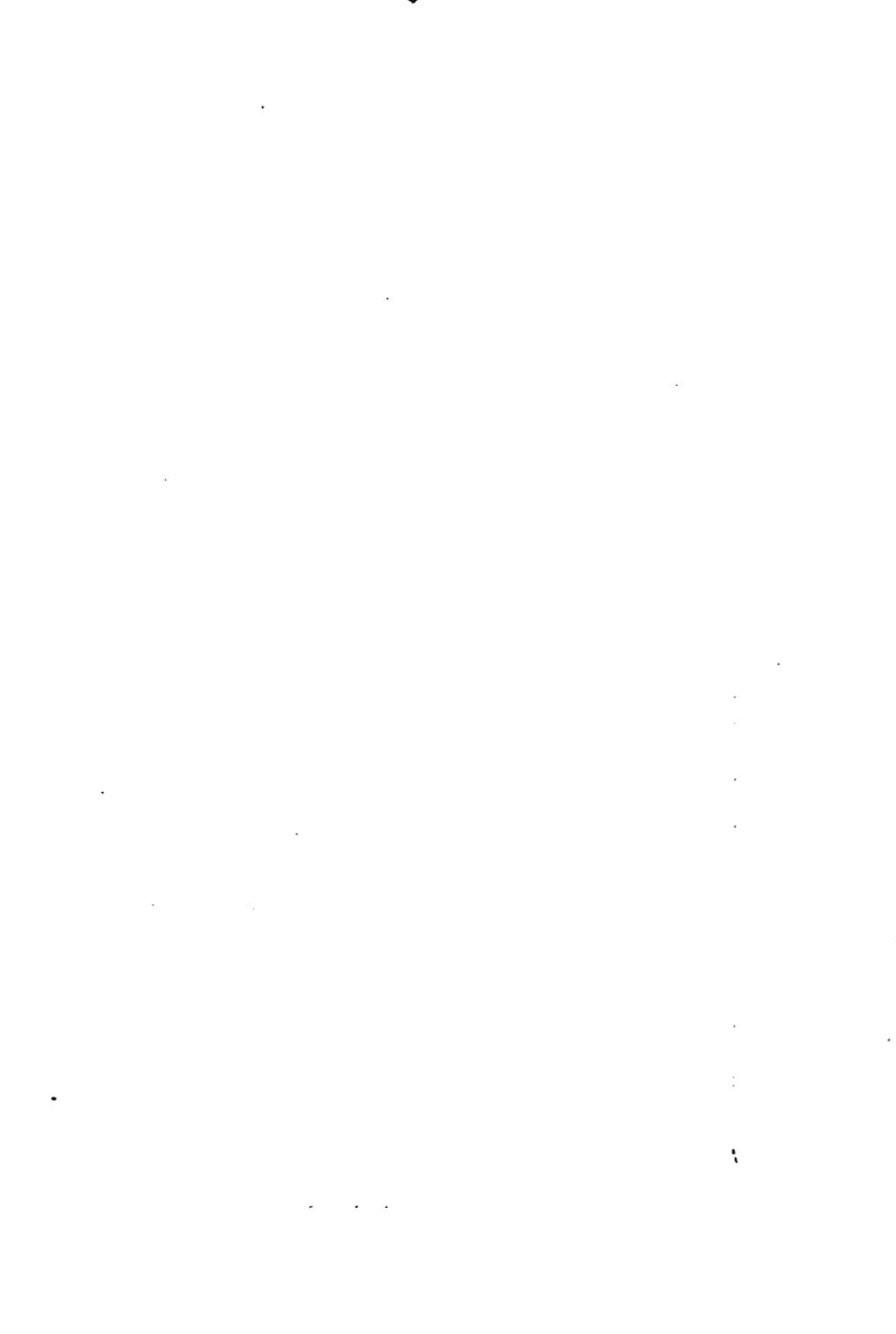




PLATE XXIV. Second Exercise — Down.

In jumping give the record in feet and inches, carrying the inches out to ten thousandths. Carry out other records in the same way. This is to prevent ties.

When the records are all in, the three classes having the best records will be finally tested by the P. S. A. L. If the record then made is better than any record sent in, the trophy will be awarded to the class making this record. If, however, this record is not as good as some not included in the three selected, then the classes will be tested in the order of their records, until one is made that is better than any not tested.

The trophies are perpetual. They are in the form of a shield, a brass tablet being put upon each, showing what school won it at each competition. This school will hold it until it is won by some other school. The school winning a trophy will receive an engraved certificate which becomes its property. It is hoped that souvenirs can be given to each member of winning classes.

SUGGESTIONS

Have class trials frequently before taking final records.

Encourage the boys to practice by them-

selves in the yard, on the street, at home or elsewhere.

Write the boys' names upon the black-boards, if you have the space; if not, write the names upon a sheet of paper and pin it up. Enter the boys' records as they bring them to you.

A woman should not be afraid to take hold of this form of athletics. It is not how far the boys can jump; it is getting them to want to jump. This a woman can do as well as a man, perhaps better.

Divide the class into squads and appoint captains; encourage emulation among the squads. (See Plate XXVII.)

NOTE—In a recent circular of instructions on the "Pull-up" competition it is specified that "no kick, snap, jerk or swing" will be allowed. It must be a dead pull.



PLATE XXV. Third Exercise — FRONT.

CHEST EXPANSION

In addition to the foregoing exercises, I recommend a similar competition in developing the lungs by deep breathing. The breathing exercise in the "Two Minute Drill" will acquire a vivifying purpose if the boy knows that by increasing his lung capacity he is helping to secure a trophy for his class.

At the beginning of the term have each boy and girl carefully measured, and the size of the chest contracted and expanded put down in some permanent form. By daily practice in the class-room and what is better, in the open air, under the impulse of competition, a very noticeable improvement in lung capacity will be accomplished by the end of the term. And, what is more to the point, a habit will be formed that in my opinion will make more for health and strength than all the "athletics" in the world.

The suggestion that the class be divided into squads under a captain will apply here

also. One gymnasium period a month might well be set aside for measurements by the teacher to note and record improvement.

The scholar's record of improvement in chest expansion should be sent along with him to the next class. After a time standards could be set and each class showing an average expansion equal to or greater than the standard receive a certificate to that effect. A picture, for the decoration of the school room, given as a prize, would stimulate the interest of the teacher.

The International Tuberculosis Exhibit recently held in Washington and New York, has called attention to the prevalence of consumption and to the effectiveness of systematic deep breathing in preventing and curing this dread disease. I believe that if the rising generation can be induced to form the habit of deep breathing and to take a pride in their chest expansion, they will be better men and women in every sense of the word, and that tuberculosis will cease to be the scourge it is to-day.

In a bulletin issued by the Health Department of Chicago, a noted physician is quoted as saying that "Only those who are too lazy to breathe, have consumption."

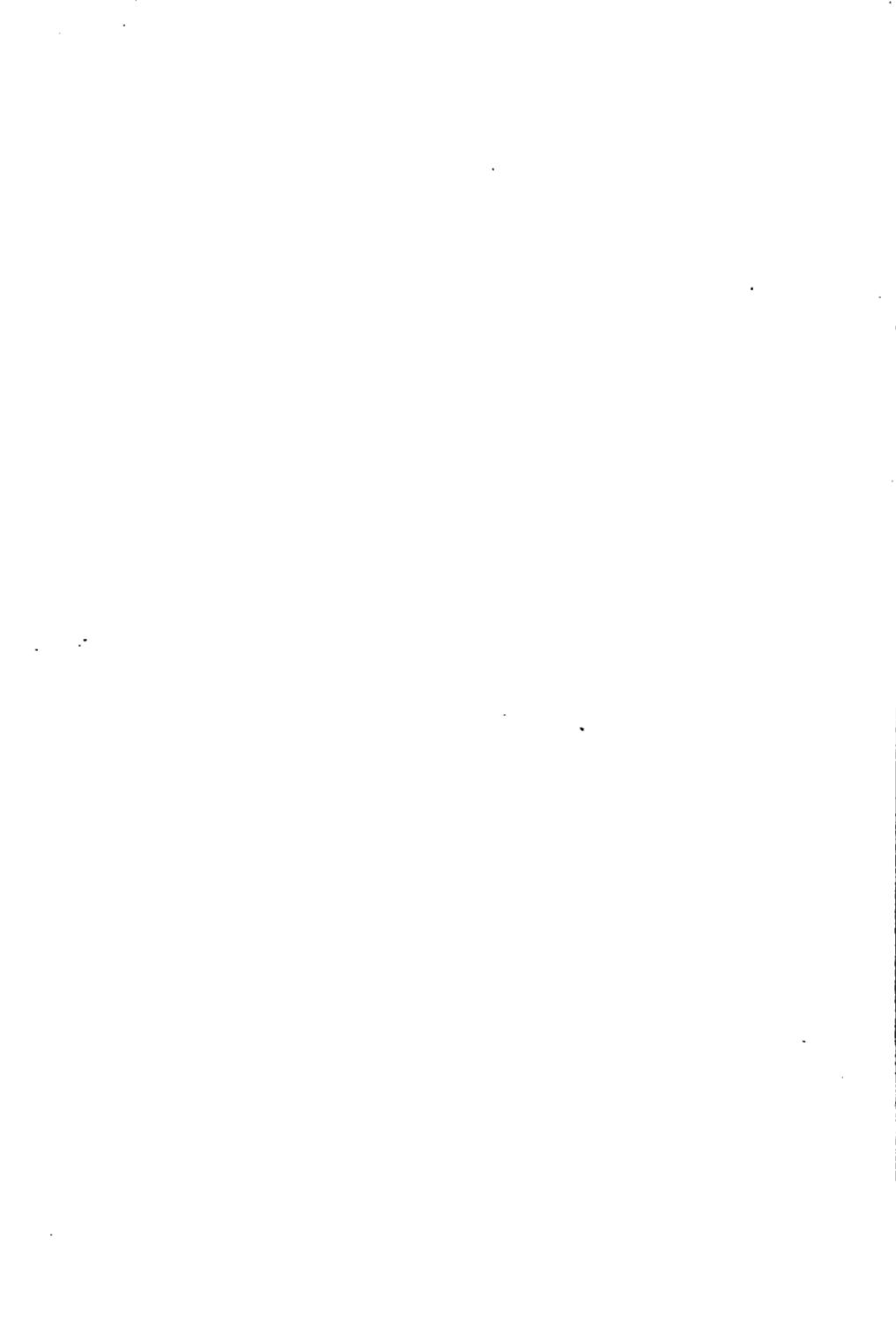




PLATE XXVI. Fourth Exercise — *Leg, Up.*

And I assert without fear of contradiction, that only through competition can the active interest of the children be aroused.

PULL UP.
CHINNING THE BAR.
8 A'

Dudley Dillon	5	7					
Harold Meyer	6	7					
William Wolf	5	8					
Rudolf Perry	0	2					
Paul Mahler	10	12					
Otto London	8	9					
<i>Squad Average</i>	5.68	7.5					
Emmanuel Stern	4	7					
Edward Dummeyer	4	6					
Joseph Baum	10	11					
George Bauer	3	4					
Charles Knapp	2	5					
Albert Fitzgerald	7	10					
<i>Squad Average</i>	5	7.6					
Walter Braunfelder	7	8					
Harro Schröder	4	8					
Bernard Carpels	4	6					
Cornell Barnes	9	10					
Rudolph Soldan	1	4					
<i>Squad Average</i>	5	7.2					
<i>Class Average</i>	5.235	7.3					

PLATE XXVII. Class Athletics Record Card.

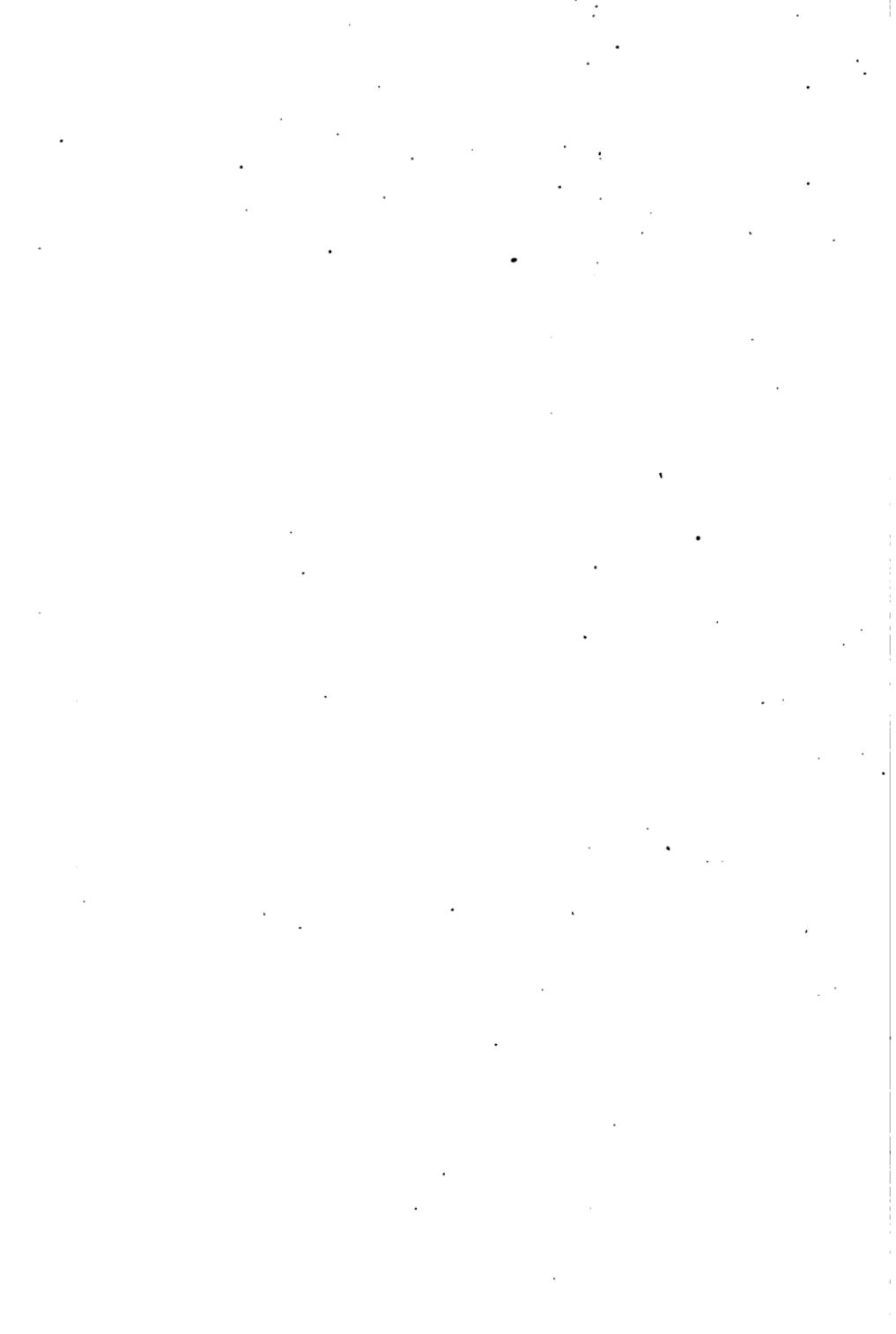
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